DOCUMENT RESUME

ED 158 683 HE 010 398

AUTHOR Mathis, B. Claude
TITLE Persuading the Institution to Experiment: Strategies for Seduction. Occasional Paper No. 9.
PUB DATE 29 Mar 74
NOTE 29p.; Paper presented at the symposium on Improving Business Education Through Innovative Technology, Graduate School of Business, University of Texas at Austin (March 25-29, 1974)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Change Strategies; College Environment; *College Faculty; *College Instruction; Effective Teaching; *Faculty Development; Faculty Evaluation; Higher Education; *Instructional Improvement; *Teacher Improvement

ABSTRACT

Increasing emphasis in higher education on teaching and learning as well as on research and development has occurred. Several publications are cited concerning faculty development projects that help to identify change strategies. The success of a particular strategy for improving teaching and learning is dependent on the acceptance and enthusiasm of the teacher and the distribution of power in the institution. Change strategies should reflect differences that exist between training and education. The need for faculty development at different stages of the teaching career is discussed. Sixteen specific change strategies are presented including the following: publishing a newsletter that reports outstanding teaching efforts in the school, making grants available for experimentation in teaching, setting up informal meetings of distinguished tenured faculty and junior colleagues for discussion of common problems about teaching, appointing faculty members as resource consultants for locating resources on campus for improving teaching and solving instructional problems, providing workshops on technologies useful in teaching, requiring that faculty members submit a self-evaluation of their teaching effectiveness, establishing a system of cash awards for special achievements in teaching, working with students to promote changes in the teaching/learning environment, and establishing a center on campus for the development of teaching improvement programs. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED158683

PERSUADING THE INSTITUTION TO EXPERIMENT

STRATEGIES FOR SEDUCTION

B. Claude Mathis
Northwestern University

Occasional Paper Number Nine
March, 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Center for the Study of Learning

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Paper Presented At
The Symposium

Improving Business Education Through Innovative Technology
Graduate School of Business
University of Texas at Austin
March 25-29, 1974

HE 010 398

Persuading The Institution To Experiment-

Strategies For Seduction

B. Claude Mathis, Director
Center for the Teaching Professions
Northwestern University

The crisis in higher education which has occupied so much of our time during the past several years already appears to be producing some positive outcomes. One of these is certainly the rediscovery of teaching as a significant and important commitment for colleges and universities. Although this importance can be documented more from the exhortations of educators calling for attention to be given to teaching than from demonstrable implementation of these admonitions, evidence continues to accumulate which shows that the college professor looking for new frontiers to explore is turning to the teaching-learning activities of the classroom as the focus of this renewed commitment of professorial dedication.

Had we followed the traditions so well established in the past, our allegiances would not have been detracted from the classroom and the challenge it represents to make scholarship meaningful. During a period following World War II, however, concern for the quality of teaching in higher education was all but forgotten because of the rush to create a research and development industry out of the intellectual resources available in the facilities of colleges and universities. This quest of the university to have a major role in shaping the

future gave the creative academician an opportunity to leave the classroom and reap handsome rewards for doing it. That little guilt was evident during this redefinition of role speaks only too well for the pragmatic motives of those who comprise the academic community. With few notable exceptions, the major demonstration which has emerged from this hasty wedding of national needs to academic talents has been the conclusion that college professors have ingenious ways of spending other people's money without having much to show for it, and without improving proportionally the quality of the teaching and learning in those colleges and universities where the money was being spent.

The sudden decrease in the amount of federal funds available to support this research and development industry in higher education has stimulated a rethinking of the basic mission of colleges and universities with respect to undergraduate, graduate, and professional education. We are beginning to observe a return to concerns for those kinds of activities which were the historical reasons for higher education in the first place--teaching and learning. Scholarship--research and development--has not been cast aside. Rather, teaching is taking its place with scholarship as a full contributing member in a partnership which defines the purpose of education. That teaching and research should inform and sustain each other no one would deny. The manner in which they inform and sustain represents an unmet challenge to many schools, an active quest for means by others, and an exciting journey for some few. One of the most difficult transitions in higher education is that of moving from articulated statements of

commitment to the decisions and actions which must inevitably be initiated if such statements are to change the way members of any educational community spend their time and operationalize their interests.

The purpose of this paper is to discuss some strategies which might be used to move institutions, and people, from statements to action. Charles Silberman, in Crisis In The Classroom, quotes a Chinese proverb which has significance for learning to teach at all educational levels. The proverb states (1):

> I hear, and I forget;
> I see, and I remember;
> I do, and I understand.

The problem of moving faculty from a position of hearing to a position of doing in relationship to their willingness to begin experimentation with teaching and learning has been addressed more frequently by strategies which encourage forgetting than by strategies which lead to understanding. Higher education is beginning to pull together a variety of resources which relate to the issue of faculty development and the improvement of teaching and learning. The task of this paper would be made much easier if the emerging concern for instructional development was accompanied by a research program to test experimentally the reliability of systematic and logical models for moving faculty from a hearing to a doing position. Unfortunately, there are no experimental programs which provide these kinds of data.

Much is underway at a number of institutions; however, no general

models emerge as prescriptive answers to the multitude of problems associated with the improvement of teaching. The state of the art with respect to persuading institutions and their faculties to begin efforts for seeking new directions in teaching and learning stands at the level of some heuristically derived strategies, much opinion in the guise of quasi-theory, and a like amount of myth which is embraced tenaciously by significant segments of academe. One reason for this is the reluctance of institutions to use themselves as a laboratory for testing strategies. Another, and equally compelling reason, has to do with the potent nature of the local culture in determining the outcomes of any general strategy used to change the behavior of a faculty.

Once faculty become committed to experimentation in teaching, the research literature comes alive with data, examples, and studies which are beginning to define a science of instruction. The critical problem, approached at most institutions on the basis of speculation, is that of getting faculty started in the direction of improving teaching and learning. This speculation, however, is not always random and unguided by some basis of logic. Among the many examples of penetrating and sensible statements about faculty development and the improvement of teaching in colleges and universities, one would need to include the reports of the Project to Improve College Teaching, sponsored by the American Association of University Professors and the Association of American Colleges; the report, Faculty Development in a Time of Retrenchment, by The Group for Human Development in Higher Education; and a book by Kenneth Eble, Professors as Teachers.

The AAUP-AAC project represented a major national effort to call attention to the importance of effective college teaching and the need to initiate major efforts for improving the quality of teaching in colleges and universities. The project was funded by the Carnegie Corporation and was directed by Prof. Kenneth Eble of the University of Utah. Two monographs of significant importance emerged from the two year study, The Recognition and Evaluation of Teaching (2), and Career Development of the Effective College Teacher (3). These reports contain specific recommendations for developing a commitment to teaching as part of the career pattern of college professors, for identifying and rewarding the effective college teacher, and for evaluating the process of teaching.

Faculty Development in a Time of Retrenchment is a recent publication of a Group for Human Development in Higher Education (4). The six academicians constituting the group met repeatedly over a period of several years "to explore the situation of faculty members, especially with regard to the quality of teaching." The recommendations of this report emphasize the need for reform, together with specific program efforts which support this reform. The thrust of the report is represented by an initial statement about the place of teaching in the academic culture (4, p.15):

> With regard to teaching, the academic culture is remarkably unreflective. This derives from the dreary record of many educationists who profess to train teachers, from the tendency of every profession to cloak its own processes in mystery as a way to achieve status, and from the notion that an academic is valuable for what he knows, rather than for what he can help other people learn.

Professors as Teachers, by Kenneth Eble (5), summarizes the AAUP-AAC Project to Improve College Teaching which Prof. Eble directed. The book goes beyond the specifics of the two project reports mentioned previously and raises a number of issues about teaching in higher education other than the actual performance of the professor in a classroom.

Each of the publications discussed above contain observations and recommendations which are basic to the process of identifying strategies for change. Some of the generalizations which can be derived from them are as follows:

1. Any strategy for initiating improvements in teaching should emerge from, first, a pragmatic assessment of the leverages of institutional power which can be used to motivate faculty involvement in the process of change. These critical pressure points are not the same in all colleges and universities. The explicit distributions of power on a college campus between faculty, administration, students, and alumni, most often have little resemblance to the implicit relationships and actions when power is exercised. An analysis of the academic culture of the institution can save much time in determining the right tactics to move faculty from listening to doing. The need for such an analysis is based on the assumption that faculty, like most other humans, would rather keep things the way they are as long as reasonable rewards accrue from maintaining the status quo.

Involving faculty in efforts to improve their teaching usually requires that they begin to re-evaluate the amounts of time they commit to specific tasks. In order to make a redistribution of effort a reality, those administrators who control the reward system must show in a creditable way that rewards will follow this redistribution. Evidence must be given that promotion, tenure, and salary will be based on the effectiveness of one's teaching, as well as the distinction of one's scholarship and service. Many administrators act as if they believe that the exhortations of the Dean at faculty meetings is all that is needed to interest professors in improving teaching. Much administrative cynicism results from the ability of a faculty to tell the Dean what he wants to hear. The phrase, "I couldn't agree with you more," carries with it no obligation to action when uttered by a professor in reply to a Dean's plea for change.

An analysis of many institutions of higher education shows that the most meaningful, and potentially rewarding, decisions about promotion, tenure, and salary are those made at the Department level, rather than at the level of a President or Vice-President. The Dean, the Department Chairman, and even one's colleagues may be more powerful in many respects than a Chancellor, a President, or a Vice-President. Telling about the need to recognize effective teaching as a basic part of the accountability system in higher education is important in initiating a redistribution of faculty effort, but getting faculty to do something about this redistribution results only from significant

power figures demonstrating that the telling was not done with a "forked tongue." These figures are most often one's colleagues, Department Chairman, and Dean.

2. Anyone who develops strategies for helping faculty improve their teaching should recognize the importance of accepting the goals which faculty establish for themselves. Just as there is no one set of criteria which defines a successful teacher, there is no one correct method to use in teaching. While some methods may be more efficient in specific instances, the motivation and enthusiasm of the teacher is a critical factor in determining the success of any method. Enthusiasm, in fact, has been found to have a high positive relationship to student achievement (6).

One may argue that it is more efficient to seize upon one approach to improving teaching, and train all faculty to implement this approach. Keller's Personalized System of Instruction (7), or Individually Prescribed Instruction (8), are methods which lend themselves to this approach. Such a strategy may not be the most effective in the long run, however, if one objective for improving teaching is to have a faculty member develop independent motivation to be a better teacher. If a faculty member wishes to initiate this process of change by improving his lectures, should we tell him that lecturing is no longer held in high esteem, and he should try something else? Why not first help him

to examine his behavior as a lecturer and then show him techniques he might use to make his lectures more meaningful by using technology or alternating lectures with other methods. Any teacher must first recognize the benefits which result from change before he can develop intrinsic needs to change. The recognition of these benefits and their role in motivating faculty do not result from training faculty to use methods which are at variance with their own interests. Most faculty need to see themselves as successful with the old before they are willing to try the new. Thus the need to let them decide the point at which they will start.

3. Strategies for improving teaching and learning should reflect differences that exist between training and education. Training emphasizes the needs of a specific system and involves an instructional program which is usually designed to prepare a learner to perform a particular job within the system. The effectiveness of a training effort is evaluated in terms of what it contributes to the outputs of the system. Education, on the other hand, generally involves some learning which attempts to prepare people for activity in the many systems of a society. Education is not ordered by the definition of a specific job to be performed and its worth is assessed in terms of individual growth and development (9). Instruction is often used to indicate the process of activity involved in a training program, while teaching is more frequently associated with broader educational efforts. Education

and teaching involve some training and instruction, but the two concepts are not interchangeable.

Most professors view themselves as educators rather than trainers; yet many of the methods and techniques which we use in the classroom, especially those involving technology, are more useful for training functions than for the accomplishment of broader educational goals. Technology is quite useful in helping answer the question "how?" Teachers are much more useful in helping answer the question "why?" No specific technology, such as Computer Assisted Instruction, for example is potent enough in its application to be responsible for all the learning outcomes which the effective teacher values. The administrator who is disappointed because faculty do not immediately "sign on" after a successful and compelling demonstration of Computer Assisted Instruction should seek the reasons as much in his own narrow conceptualization of teaching as training as in the inability of the faculty to accept the fact that some teaching may involve training.

4. Different disciplines have different demands with respect to the balance between educational and training functions. Persuading faculty to try new approaches to teaching should involve a recognition that successful inducements in one discipline may be viewed in a negative context in another. Each discipline must ultimately develop its own mechanisms for improving teaching. That many of these mechanisms will be the same, speaks more to commonalities in the epistemological nature of the disciplines than to the universal potency of any particular strategy. Those who organize institutional

programs for instructional development should be aware of the "culture" of the many disciplines in higher education. While psychology may have much to say about teaching and learning, psychologists are not always able to communicate this to their colleagues outside of psychology in a language easily accepted or understood. The value of having faculty in the many fields of study who know the research literature on teaching and learning, and who can communicate with their colleagues in the language of their discipline, suggests that instructional development can best be served by preparing faculty to perform an instructional development function in their own field rather than anticipating salvation from a central hive populated with psychologists.

5. The improvement of teaching in colleges and universities represents a problem which goes far beyond specific intervention strategies at the department level. At least four general types of intervention can be identified which call for different sets of strategies to begin to develop a concern about teaching as a professional expectation of faculty. These pressure points are as follows:

A. Intervention during the graduate preparation of the future faculty member. Very little is done during doctoral programs to prepare the new Ph.D. for the teaching function which inevitably becomes a major part of a career in higher education. Most Ph.D. candidates have nothing in their graduate programs which is even remotely related to preparation

for teaching in their discipline. Eble (3) covers this point most persuasively in his monograph, Career Development of the Effective College Teacher. In some form, preparation for college teaching should involve some systematic effort to prepare the Ph.D. candidate for teaching responsibilities in a manner which makes the preparation a viable part of the doctoral program.

B. Intervention during the initial years of a faculty member's first appointment and during the first year of subsequent appointments. Most departments have no beginning in-service experience for new faculty to help the beginning colleague learn the culture of the department. Usually no formal assistance is available for making the first year a successful teaching year. One's first year in a new environment, regardless of past experience, can be crucial in determining the intrinsic satisfaction to be gotten from the years beyond the first. Most faculties adopt a sink or swim attitude about this first year. In many instances it becomes a stress test rather than a significant growth period for new faculty. Every department should have some articulated program for communicating departmental expectations and for providing assistance to help the beginning faculty colleague

develop the skills and attitudes necessary to fulfill these expectations. Certainly, successful teaching should be prominent among these expectations.

C. Intervention during the middle and later years in faculty career patterns. After a faculty member has acquired tenure, a full professorship, and a good salary, his attitudes about himself and his role change so that the incentives which were important when he started may no longer be the motivating forces which keep him productive at the mid-career point and beyond. Projections about the future of higher education emphasize the fact that fewer faculty positions will be available in the years ahead and we will witness a change in the migratory habits of college professors. Faculty members will move less frequently, and the membership of individual faculties will change less often than in the past. If these projections are true, it will mean that departmental objectives will have to be accomplished by a steady-state talent pool. No longer will the tactic of bypassing the tenured professor who is not producing by hiring a new faculty member be possible. Keeping the older faculty member productive, especially with respect to teaching, becomes a critical necessity for the future effectiveness of higher education. The "mid-career crisis" for many faculty should be recognized

for what it is--a need for new directions in teaching and scholarship, as well as a quest for new experiences in the context of an already well established professional commitment. According to Eble, "all institutions should provide ways for a large number of faculty members in mid-career to emphasize different aspects of their professional development for limited and specific periods of time (3,p.65)."

D. Intervention at the level of redefining the meaning of professionalism as derived from identification with a specific professional association or learned society. Nearly all college professors have a primary definition of role which results from participation in a professional association. These associations are the major reference groups for defining professional behavior in specific disciplines. For example, most faculty members in a Department of Psychology think of themselves, first, as psychologists whose professional in-group is represented by the American Psychological Association. A secondary, and less influential, definition of role results from identification as one of a class of professors at a given institution. Professional associations and learned societies have traditionally emphasized excellence in scholarship as the criterion for high status in the disciplines they

represent. Of equal importance in those associations representing the teaching professions is excellence and skill in teaching the discipline to future professionals. Professional associations and learned societies can do much to help improve teaching in higher education by emphasizing the value of excellence in teaching as well as scholarship in the image of professionalism communicated to members.

6. Any program of rewards for good teaching should recognize the indeterminate nature of goodness. Just as there are many roads to travel toward the goal of effective teaching, there are many definitions of the goal itself. Rewards for effective teaching should be based as much on one's willingness to try to improve as on the attainment of a successful outcome. For example, to reward only those teachers who receive successful student evaluations is to discourage experimentation which may not be entirely successful at the beginning. The larger process of attempting change should be evaluated and rewarded rather than only the end result. Strategies of reward which attempt to sustain the interest of individual faculty members in improving their performance each time they teach are preferable to a strategy of "prizes" which emphasize a single discrete performance.

7. The successful evaluation of teaching is itself a strategy for improving teaching. In many instances, however, evaluation programs have proved counter-productive because they define

effective teaching in terms of a narrow range of specific behaviors, thus encouraging the faculty member to teach in a way that assures a positive evaluation. If evaluation is to lead to improvements in teaching and learning, the form of the evaluation and the methods to be used should be left up to the teacher and his students. The primary function of evaluation in this context is to provide the faculty member with feedback from the learner about the effectiveness of teaching. Given the wide range of teaching styles associated with successful teaching, together with variations in the nature of anticipated learning outcomes from discipline to discipline, one can see the logic of each faculty member "seeking his own salvation" with respect to evaluating his own teaching. This does not mean that faculty need to initiate the process by first deriving from experience general principles about evaluation which would be useful to all faculty who initiate evaluation efforts in their classes. Faculty should be given help when needed, but the assistance should be in the form of providing a wide range of evaluation alternatives rather than a standardized solution which may or may not provide useful data for improving teaching.

Specific strategies which relate to the generalizations presented above are evident at any institution which values effective teaching as a significant part of its educational program. Again, the success of a particular strategy is determined to a great extent by the local subcultures of the institution where the strategy is applied. A

thorough knowledge of these subcultures is a basic necessity for the strategist who wishes to be less than random in seeking some success with efforts to improve teaching. Some of these specific strategies are as follows:

1. Create an atmosphere of concern about effective teaching. If you have a colloquia, or a lecture, program in your department, arrange for some of the speakers to discuss successful teaching methods or curriculum innovations in which they have been involved. If the lecture series includes distinguished scholars from other institutions, arrange for the presentations about teaching to be given by individuals whose scholarly credentials are as good, or better, than the speakers who will be lecturing about their research.
2. Publish a newsletter about teaching which reports on outstanding teaching efforts in your school or in the total university. Include news about efforts to improve teaching nationally, especially in the disciplines represented by the majority of readers. Make the newsletter a well-designed and professionally edited document, since it must compete with similar newsletters about research. Distribute the newsletter widely on your own campus. Be sure to send copies to the library, the student union, and the faculty club.
3. If you have a policy of providing small grants for initiating pilot research studies, make similar amounts available for

experimentation in teaching. The procedures for awarding small grants for the improvement of teaching should be as rigorous as those for research, and the participants on the teaching awards committee should be of equal distinction to their colleagues on the research awards committee.

4. Select a small group of tenured faculty who are willing to devote some time to informal meetings with their junior colleagues to discuss solutions to common problems about teaching in their fields. This group should include only those tenured faculty who themselves are excellent teachers as well as excellent scholars. Create some title of recognition for them and list the group in the catalogue in a way which clearly indicates a commitment to effective teaching in their disciplines.
5. Identify some members of the faculty who are familiar with the process of locating resources on campus for improving teaching. They should know where technological support is available for solving instructional problems. Appoint them resources consultants and reward them with additional salary or a reduction in course load. They should <u>not</u> be chosen simply because they do not have enough to do. If teaching is to be thought of by the faculty as an important commitment, then instructional resource consultants must be creditable.
6. Identify those faculty who are already performing effectively

as teachers. Make available to them instructional support stipends of several hundred dollars a year to be spent by them in any way they may wish to maintain and improve their effectiveness. The stipends should be made available, however, with the provision that the money cannot be added to the salary of the recipient.

7. Introduce faculty to technology by offering half-day workshops on various technologies which are useful in teaching. If possible, have faculty who are successful in the use of the technology teach the workshop. Keep the workshops simple and include both the mechanics of the technology as well as applications in teaching. Start with less complicated technologies first. For example, present tape-slide and film applications before television. Present computer applications to teaching last. Have faculty sign up to attend the workshops and arrange the schedule to conform to the available times of those who are interested in attending.
8. Require that faculty submit in their annual report to the Dean evidence of their efforts to improve their teaching. Let each faculty member decide what that evidence is to be. Some may wish to submit evaluation reports while others will present plans for introducing new methods into their teaching. After several years of this approach, ask that evaluation reports be part of the evidence submitted by all faculty, but allow each faculty member to develop his own evaluation program.

9. Follow the lead of Bowling Green State University and establish a system of cash awards to be made available "for one-shot recognition of faculty members' special achievements (10)." Rather than recognize achievement generally, make the awards available for special achievement in teaching. At Bowling Green the awards will be made the first year to about a tenth of the faculty and will be in addition to salary increases for cost-of-living adjustments, merit raises, and promotions. The awards program at Bowling Green is under the direction of the President of the University.
10. Establish a regular program for helping those graduate students who plan to teach prepare for their first classroom experiences as new faculty. Introduce a Seminar on College Teaching into the curriculum of the Graduate School. Make the Seminar available to any graduate unit of the institution which wishes to develop a program. Allow graduate students to obtain credit toward their degree by taking the course and permit them to repeat it at least once for credit. Many different approaches can be used to organize the Seminar. As a general rule, however, those faculty who teach the Seminar should themselves be regarded by their colleagues as successful teachers.
11. Provide small grants to support research on teaching. This could involve testing the effect of different methods of

teaching a specific subject, student response to teaching styles, the use of instructional models such as the Keller Plan (7) in different disciplines, and research on evaluation systems. An evaluation model in use at Northwestern University developed out of a research program started by a faculty member in Psychology whose initial objective was to test some hypotheses about student ratings of teachers which were common in the literature but not tested to his satisfaction. Prof. Frey's Endeavor Information Systems resulted from this initial research interest and is receiving national attention (11).

12. Involve students in the process of convincing institutions to commit adequate resources for the improvement of teaching. Students should have some creditable mechanism for inputs into the system about teaching and the curriculum. Some administrators and faculty feel that working with students to develop these inputs in a form useful for promoting changes in the teaching/learning environment is like constantly rediscovering the wheel. Students are a transient population and tend to rediscover the same territory without benefits of the maps developed by prior travelers. Rather than expecting permanent closure with students on educational matters which involve them, professors and deans should be prepared to help students discover again and again as part of the process of their education. Those of us who

work with students in this context should be inventive enough to realize that the discoveries of one generation of students establish a different context for the discoveries of the next generation. Rather than deploring the "same old thing" with students, we should delight in the subtle ways in which "the same old thing" is yet again different.

13. Establish some institutional procedures for permitting faculty members in mid-career to pursue aspects of their professional development not emphasized in their earlier career years. The Center for the Teaching Professions at Northwestern University has introduced a pilot program entitled "leaves without leaving" as one example of an implementation of this objective. Mid-career faculty are given an opportunity to have one or more quarters of their time free of teaching and service obligations to the university to work on projects which reflect new directions in interests and which have the potential of benefiting the educational programs of the university. The faculty member who arranges a "leave without leaving" has available an office in the Center away from departmental concerns which would continue to demand his time were he to remain in his departmental office.

In many instances, a simple change of routine can have a beneficial effect on motivation at the mid-career point.

Eble (3) suggests that programs of exchange could be worked out between institutions which would permit mid-career faculty to have a year of teaching in a new environment. One model of academic exchange is the traveling scholar program for graduate study sponsored by the Committee on Institutional Cooperation representing the Big Ten Universities and the University of Chicago. Such a model could effectively be used for professorial exchange as well.

14. Faculty who have positions of leadership in professional associations should be publicly reminded by their institutions of a responsibility to have professional associations assume an obligation to define professionalism in higher education in a way which makes effective teaching as important as effective scholarship. Eble states that "every disciplinary association should have an active arm primarily concerned with teaching and effective in establishing means of national recognition for effective teachers (3, p. 67)."

15. A recent article published in the Journal of Medical Education suggests a strategy which may represent the ultimate seduction for improving teaching (12). The authors of the article taught an actor to "teach charismatically and nonsubstantively on a topic about which he knew nothing. The authors hypothesized that given a sufficiently impressive lecture paradigm, even experienced educators participating in a new learning experience can be seduced into

feeling satisfied that they have learned despite irrelevant, conflicting, and meaningless content conveyed by the lecturer (12, p. 630)." The hypothesis was supported by a significant positive learner response to the lecture given by the mythical Dr. Myron L. Fox, an authority on the application of mathematics to human behavior. In fact, a number of the subjects said that they had read his publications. The authors conclude by pointing out that, "the study serves as an example to educators that their effectiveness must be evaluated beyond the satisfaction with which students view them and raises the possibility of training actors to give 'legitimate' lectures as an innovative approach toward effective education. [The study suggests that] student satisfaction with learning may represent little more than the illusion of having learned (12, p. 630)."

At least one university has followed the lead of the Dr. Fox lectures. At the University of Southern California, the Dean of the School of Social Sciences and Communication has hired a comedy writer and an actor-director to help stage workshop sessions with volunteer lecturers from several departments. Part of the improvement program involves providing topical humor which can be injected at appropriate points during lectures to hold the attention of students. A recent report in The Wall Street Journal describes the U.S.C. program in detail (13).

16. A strategy frequently recommended is to establish a Center on campus charged with the responsibility of developing programs for the improvement of teaching throughout the institution. The Center approach is successful only to the degree that Center programs and staff are responsive to the diverse, and sometimes conflicting, needs of the campus. Centers should not staff themselves to reflect any one orthodoxy about teaching. The successful Center should be able to assist the faculty member who is looking for a teaching system to the same degree that it can help a faculty member with sympathetic advice. Centers for the Improvement of Teaching ought to avoid academic evangelism as much as possible. The temptation to save the natives from themselves through an aggressive program of prophylaxis, usually technological in nature, is generally nonproductive, since it involves programs for the few at the expense of the many. The natives should save themselves, and Centers should be as eclectic as possible in helping them do so.

Persuading an institution as complex as a university to experiment by using itself as the laboratory is a formidable task, compounded by the fact that those who should do the experimenting--the faculty--also govern the institution. Persuading a university to change involves convincing all the constituents of the academic community that their best interests are enhanced by change.

The critical mass which must be convinced, however, are the teacher-scholars who make up the faculty. Faculty development is nothing more than nurturing this resource in a way that will keep faculty responsive to the basic reason for their existence as faculty--to educate students and each other. Without that commitment, higher education has no meaning.

"People exist for the sake of one another. Teach them, then, or bear with them."

Marcus Aurelius

REFERENCES

1. Silberman, Charles E., Crisis In The Classroom, New York, Random House, 1970, p. 216.

2. Eble, Kenneth E., The Recognition and Evaluation of Teaching, Washington, D. C., American Association of University Professors, 1971.

3. Eble, Kenneth E., Career Development of the Effective College Teacher, Washington, D. C., American Association of University Professors, 1971.

4. Faculty Development in a Time of Retrenchment, A Report of the Group for Human Development in Higher Education, New Rochelle, N. Y., Change Magazine, 1974.

5. Eble, Kenneth E., Professors as Teachers. San Francisco, Jossey-Bass, 1972.

6. Rosenshine, Barak, "Enthusiastic Teaching: A Research Review," School Review, 78, August, 1970, 499-514.

7. Kulik, J. A., Kulik, Chen-Lin, and Carmichael, Kevin, "The Keller Plan in Science Teaching," Science 183, February 1, 1974, 379-383.

8. Evaluating Instructional Systems, EPIE Report #58, New York, New York, Educational Products Information Exchange Institute, 1974.

9. Mathis, B. C., Cotton, J. W., and Sechrest, Lee, Psychological Foundations of Education: Learning and Teaching, New York, Academic Press, 1970, p. 126.

10. "Cash Awards to Teachers Tried as Alternative to Pay Increases," The Chronicle of Higher Education, Washington, D. C., Vol. VIII, No. 31, May 6, 1974, p. 2.

11. Frey, Peter W., "Student Ratings of Teaching: Validity of Several Rating Factors," Science, 182, October 5, 1973, 83-85.

12. Naftulin, D. H., Ware, J. E., and Donnelly, F. A., "The Doctor Fox Lecture: A Paradigm of Educational Seduction," Journal of Medical Education, 48, July, 1973, 630-635.

13. Lancaster, Hal, "Ever Hear the One About the Professor and the Gag Writer?," The Wall Street Journal, LIV, April 17, 1974, p. 1.